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ABSTRACT

Guidelines and suggestions for administering programs of English as a second language or dialect (ESL/D) address a variety of issues. The first section outlines the rationale and philosophy behind the materials, including definitions of an ESL student and program, definitions of a second dialect student and program, and philosophy, goals, and objectives of an ESL/D program. The second section looks at the nature of culture, cross-cultural adaptation and its stages, probable student behaviors in this adjustment process, schools and cultures, helping ESL/D students adjust, and helping schools adjust. Section three reviews assessment and placement procedures: initial placement and assessment, reception and orientation, records and reporting procedures, review and reassessment of student progress, criteria for transition from ESL/D to the regular program, ongoing evaluation, and achievement tests. The fourth section outlines the types of ESL/D programs offered in Canadian schools and their advantages and disadvantages: reception classes, part-day classes, withdrawal programs (resource rooms and itinerant teachers) to help students make the transition to a new culture, transitional classes, support programs within a regular classroom, and bilingual programs. The fifth section notes potential human resources in the school and community. Forms and tests are appended. (MSE)

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ENGLISH AS A SECOND LANGUAGE/DIALECT (ESL/D)

Guidelines and Suggestions for the Administration and Organization of Programs

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Alberta EDUCATION

Language Services

ENGLISH AS A SECOND LANGUAGE/DIALECT (ESL/D)

Guidelines and Suggestions

for the Administration and Organization

of Programs

ALBERTA
Education
1982

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NOTE: This publication is a service document. The guidelines and advice are not mandatory but rather suggestive. Additional ESL/D publications are being developed in the areas of learning resources and curricular guidelines for Grades 1 to 12.

PREFACE

WAYS TO USE THESE GUIDELINES AND SUGGESTIONS

We Suggest:

. *Skimming* the document to familiarize yourself with its contents.

. *Reading* the rationale, definitions, philosophy and intents for an English as a Second Language/Dialect (ESL/D) Program.

. *Using* provincial statements of rationale, definitions, philosophy and intents to discuss and write local school jurisdiction program intent statements.

. *Becoming* aware of the importance of culture and its many manifestations in a school setting. As noted in Section Two, not only are ESL/D students required to adjust to their new environment, but the members of your school also need to adjust to an increasingly diverse student body.

. *Studying* carefully Section Three on assessment and placement procedures.

. *Comparing* these suggested assessment and placement procedures to similar procedures already in place in your school district, school and in each subject/course.

. *Reviewing* each district type of ESL/D Program in Section Four, its advantages and disadvantages.

. *Choosing* a program type in accordance with the availability of human and material resources in the school district and local communities.

. *Becoming* aware of and using those human resources in your school and community to help you provide the best educational opportunities for your ESL/D students and their families. Section Four suggests potential services that may be available in your community.

. *Knowing* what pre-service and in-service workshops, conferences and courses are available to you. Section Six highlights the major providers of ESL/D information and teacher training.

Notes:

1. Supplementary learning resources and teacher references are being annotated and listed in a separate monograph. This list will be available from the Language Services Branch in October, 1982.

2. Suggested ESL/D curricular activities Grades 1 to 12 are being developed for elementary, junior high and senior high schools. It is planned that this document will be available sometime during the 1983-84 school year.

3. Information on ESL/D teaching position grants is available from

   Denis Tardif
   Administrator
   Language Services Branch
   Ph. (403) 427-8348

4. If you require information on specific curricular developments, please call

   Dr. Bernie Brunner
   Education Consultant
   Calgary Regional Office, Alberta Education
   1200 Rocky Mountain Plaza
   615 MacLeod Trail
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   Ph. (403) 261-6353

   In Edmonton, call 427-9493

SECTION ONE

RATIONALE, DEFINITIONS, PHILOSOPHY AND INTENTS

Purpose of the Document

Due to increasing numbers of immigrants and refugees coming into Alberta as well as interprovincial migration, Alberta schools will continue to receive ESL/D students. This group of students is not an entirely new phenomenon in our schools. What is new is the substantive increase of immigrant and refugee students in terms of the diversity of their linguistic and cultural backgrounds.

It is important to note that the linguistic and cultural needs of the ESL students and those students who are learning standard English as a second dialect are distinctly different and may require programs and instructional activities that respect those differences.

The following information, suggestions, and guidelines have been compiled to assist administrators and teachers to:

1. assess and place ESL/D students;

2. provide programs that meet the needs of the students with resources that are available;

3. assist the ESL/D students in adjusting to the way of life in a new cultural setting;

4. help the English as a Second Language (ESL) students who have minimal proficiency in standard Canadian English cope more successfully with the regular program;

5. help those students whose dialect is different from that used in Alberta schools to the extent that they are unable to progress and succeed with others of the same age and ability.

Second Dialect (SD) students come to Alberta communities from other regions in Canada and from English-speaking countries (e.g. West Indies, Wales, Ireland, India, Fiji). Some students native to Alberta may benefit from second dialect instruction.

Definition of an ESL Student and an ESL Program

An English as a Second Language (ESL) student is one whose first language is other than English.

An English as a Second Language program is one that is developed to meet the needs of those students who have not yet achieved functional fluency in the English language and thus may not be achieving at a level commensurate with their age and/or abilities.

Definition of a Second Dialect (SD) Student and a Second Dialect (SD) Program

A Second Dialect (SD) student is one whose dialect of English is different from that used in Alberta Schools.

A Second Dialect program is one that is developed to meet the needs of those students who may not be achieving at a level commensurate with their age and/or abilities because of the difference in dialects.

The Curriculum Policies Board of Alberta Education has issued a statement of general goals for schooling and education. These goals serve as the overall intents for all grades 1 to 12 programs developed for Alberta schools. It is within this framework that Language Arts, Science, Social Studies and all other programs are developed. English as a Second Language administrative guidelines have been developed from the same set of general goal statements as used in these other subject areas in order to facilitate the integration of second language students into regular classes.

Curriculum Guides and the Program of Studies, grades 1 to 12, are provided by Alberta Education for use with the vast majority of students. However, before some ESL/D students can work in these regular curricula, they must attain a functional level of linguistic competence in English and begin to have some awareness of the new cultural environment. These administrative guidelines have been developed to assist administrators and teachers working with ESL/D students in the areas of program organization and cultural awareness. While this resource book provides guidelines and specific suggestions that will assist in the organization of programs, it must be realized that some students will require more intensive support over a longer period of time to bridge the linguistic and cultural gaps they may experience when they first enter an Alberta school system.

Philosophy of an ESL/D Program

The philosophy of an ESL/D program for Alberta schools supports the goals of schooling and basic education. All students, regardless of their linguistic and cultural background, will have the opportunity to develop their potential to the fullest.

While ESL/D students have much in common with other students, they have specific needs in two areas: learning a new language and adapting to another culture. Every effort should be made to meet these needs in such a way that, as students achieve a level of fluency in English commensurate with their age and ability, their first language (L^1) and culture are supplemented and not supplanted.

The following are some of the fundamental principles upon which the ESL/D program is based.

LANGUAGE	PRACTICAL IDEAS
• A student's sense of identity and self-worth is closely linked to his first language or dialect. This should be recognized and respected.	• Learn the child's name and its correct pronunciation, and common social greetings used in the child's first language.
• Language has a variety of functions. Students need opportunities to gain competence in English as a form of communication in a range of functions and a variety of contexts.	• Involve the student in regular classroom and school routines in every way possible.
• Content which is meaningful and interesting to students enhances language learning.	• Use an orientation to the school and its community as a language activity.
• Concept development and language development are interrelated. Concepts developed in L^1 may be transferred to L^2 or language and concepts may need to be developed in L^2. The same is true with second dialect speakers. L^1 = *First Language* L^2 = *Second Language*	• Many students come with well developed math concepts but need to learn English math vocabulary. Some students have little conceptual math development and have to learn the concept as well in the new language. In many instances the student's facility in the new language is not well enough developed for him to understand some of the abstract concepts required.
• During the course of learning a second language the student progresses through different stages at varying rates.	• When planning a unit of study be sure to include a variety of activities which address different learning styles, cultural traits, and student interests.
• While it may appear that ESL/D students may not be actively involved in classroom learning activities, these students are in fact trying to absorb and process a great deal of language and activity new to them.	• Placement in a regular program for at least part of the day provides: . an environment for language where a variety of functions occur naturally

	. many models of language and dialect . a rich, oral environment where language is used in meaningful contexts.
• Maintenance of the mother tongue helps to enhance second language acquisition.	• Libraries should have resources in all languages represented by the school population.

CULTURE	PRACTICAL IDEAS
• Every effort should be made to place ESL/D students in situations which will maximize their opportunities to learn standard Canadian English, to interact with their peers, and to exchange cultural information.	• Use examples from the ESL/D students' culture whenever possible to teach a concept. Have the students bring objects from home that reflect their background and allow them to explain these objects to their classmates (preferably in small groups).
• Integration is preferable to assimilation. While ESL/D students must be given an orientation to the multi-ethnic nature of Canadian society, there are certain facets of life in which students and their families will choose to maintain their own culture. Mutual understanding and respect across cultures must be encouraged.	• When studying nutrition, students should be shown how the foods they eat can be a part of a balanced diet (e.g. introduce the Canada Food Guide).
• The students' success in the ESL/D program depends, in part, on the quality of interaction and level of understanding that exists between the school, the students and their home.	• If parents do not understand the value of a field trip, they will not give permission for the student to participate. The school should provide translators for the ESL students and parents.

- An exchange of cultural information within the school can lead to an understanding of and an appreciation for the various cultures represented in the school and community.
- The program should take into account that ESL/D students may experience the psychological phenomenon of culture shock during the period of adjustment to the new culture.
- The study of a culture or cultures can be incorporated into art, home economics, music, math, literature, etc.
- The students are in an environment where their language, which had previously served them well, is now inadequate. This sense of inadequacy causes a variety of behaviours that are not considered appropriate in the regular classroom. Teachers should recognize cultural conflict and stress as the source of this behaviour.

Goals of an ESL/D Program

The goals of the ESL/D program are to:

. maintain and develop a sense of self-worth and confidence in ESL/D students;

. prepare ESL/D students to study and work where Canadian English is the language of communication;

. provide ESL/D students with an orientation to the cultural and social environment of the school while maintaining pride in their linguistic and cultural heritage.

Objectives for the ESL/D Program

The goals of the program can best be attained by providing ESL/D students with opportunities to:

- listen to and understand what is expressed by others;
- speak clearly and appropriately in a variety of contexts;
- read with comprehension at the level commensurate with the individual's age and ability;
- write accurately and appropriately for a variety of purposes;
- adjust to unfamiliar methods of instruction and types of school organization;
- participate actively in all aspects of school life;
- participate in the daily life of the community in which they reside;
- explore the various cultures represented in the Canadian mosaic;
- become familiar with customs and the way of life in Canada.

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- British Columbia. Ministry of Education. Curriculum Development Branch. *English as a Second Language/Dialect Resource Book for K-12*. 1981.

- Manitoba. Department of Education. *Elementary Language Development Handbook for Students with Limited Proficiency in English*. Curriculum Support Series. 1981.

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SECTION TWO

THE NATURE OF CULTURE

What is Culture?

Culture is a complex phenomenon which determines how people interact with their environment and their associates. The culture of any group of people is the product of history and is the result of processes which are largely beyond the awareness of individuals in the group.[1] Culture is learned behaviour: from an early age, children acquire a sensitivity to and mastery of the multiplicity of cues, signs and symbols which govern appropriate behaviour in that culture. Because the same symbols are shared by all members of a society, culture tends to be taken for granted and the members are often unaware of the profound influence culture plays in everyday life. Not only are language, history, institutions, laws, religion, and folklore part of a culture, but even subtleties such as a sense of authority, decorum, greetings and leave-takings are behaviours which are culturally determined. Culture determines more than how a people dress and how and what they eat: it pervades the choices made in using verbal and non-verbal language as well as every aspect of interpersonal relationships.

People are rarely conscious of the myriad of culturally determined behaviours until they encounter another set of values, another cultural set. It is only then that they begin to recognize the profound nature of culture and its effect on our personal and interpersonal lives.

Cross-Cultural Adaptation

Cross-cultural adaptation is a process which any individual or group has to experience to function effectively in a setting that does not recognize all or parts of the assumptions and behavioural patterns that he or she takes for granted.[2] The process of cross-cultural adaptation is a complex phenomenon. Individuals adapt in different ways, at different times and at different rates. No one person will duplicate the cross-cultural adaptation experience for another person. Some individuals are more able to handle

complexity and ambiguity than others. And, hence, such individuals handle cross-cultural adaptation better. The pattern of cross-cultural adaptations is intricate, ranging from functional to dysfunctional behaviours, from successful to unsuccessful adaptations. Cross-cultural research shows that people tend to experience a range of feelings, emotions and reactions when they find themselves living in a *foreign* culture, whether by choice, as is the case of immigrants, or by force, as is the case of refugees. Cross-cultural adaptation is not so much a question of adaptation or non-adaptation as it is a question of degree of adaptation.

Stages of Cross-Cultural Adaptation

The well-known term *culture shock* is generally used to refer to that range of reactions which people experience, in differing degrees of intensity, when finding themselves divested of everything that is familiar. Some of the symptoms of culture shock include depression, hostility, helplessness, fear and loneliness. Although each individual's cultural adaptation is different and unique, research has demonstrated a pattern of reactions or stages of cross-cultural adjustment.[3] *Teachers need to be sensitive to the nature of emotional challenges and changes which children in our classrooms will be experiencing as they confront, learn about and adapt to the culture of our schools.*

Stage 1: First Contact

People approach a new culture with pre-conceived ideas about it and with feelings of excitement, curiosity and often some anxiety. Many students will expect, for example, that the teacher in our Canadian schools will hold the same exalted position of authority and respect which teachers enjoy in some other countries. Or, again, students will expect that instruction will revolve around lecture, copying and rote memorization as is the case in their country.

Stage 2: First Attempt to Adjust

In behaving in the accustomed way in the new culture, newcomers are in conflict with their new environment. Students who stand at attention when the teacher enters the classroom or when called upon to answer a question become the brunt of the older children's amusement. Or students who respectfully avert their eyes when an elder addresses them are considered painfully shy or even shifty by teachers for whom eye-contact is a sign of self-assuredness and forthrightness. Confronting these situations leads to confusion and disorientation.

Stage 3: Confrontations Creating Stress

Continual confrontation with the new environment leads to embarrassment, disappointment, frustation and stress. In school, students suffer because the situation shatters their sense of self, their feeling of security in their own worth. Often fatigue and withdrawal typify the students' reaction in this period, or even dependence on others from their own cultural and linguistic groups.

Stage 4: Adjusting ... for Good or Bad

As mentioned previously, there can be both functional and dysfunctional adjustments. Sometimes students express their frustrations through physical aggression or sometimes even by running away. More usually, though, students will pass from a period of withdrawal into a stage of assertiveness where they try new things, ask questions and begin to integrate new cultural strategies into their repertoire of behaviours.

A List of Probable Student Behaviours

In a multi-cultural school setting, a variety of behaviours may be manifested by students. It is important to keep in mind that:*

- different behavioural patterns manifested by these students may be an indication of the trauma they are experiencing;

- some students may appear uninterested or tired when they first enter the school system. This may be due to environmental adjustment, time, or system change. It may also be because they lack the skills of communication in English;

- some students tend to smile even when they are in disagreement with whatever is being communicated to them or when they are being reprimanded, since in their culture a smile is a gesture of respect that students are obliged to show their superiors;

- some students may nod their heads to signify *Yes, I know that you are talking to me*, but this does not necessarily mean *Yes, I understand what you are saying*;

- some students may not participate in extra-curricular activities or in physical education classes (swimming, skating, track and field) since in their culture these activities are not considered part of learning;

- some students may not participate, or put up their hands voluntarily, but will respond willingly when invited to, since they come from a system where student participation has to be initiated by the teacher.

Schools and Culture

Schools are a manifestation of culture. The greater the cultural diversity of the school population, the more culturally skilled and aware must be the teachers and administrators who are the educational leaders. If schools seek to help all students enhance their self-concept and maximize their potential as learners and as human beings, then cultural diversity needs to be perceived and promoted as a valuable human resource within the schools and the larger community.

Since culture is a collection of intensely internalized learned behaviours, we tend to take it for granted. We tend also to be ethnocentric in our view of the world and we often think that *our way* is the *right way*. As our schools become more culturally diverse, teachers must have greater understanding of and sensitivity to the concept of culture, its complexity and its relativity in order to be able to help students adapt to their new situation. Teachers need, also, to gain knowledge and understanding of the cultures represented in schools, be prudent and objective observers of cultural patterns and provide for culture differences in both planning and carrying out instruction.[5]

It is important to remember four things about students who are adapting to a new culture.[6]

1. When an individual has learned all those behaviours which make up his culture, he has learned those things which have proven successful in his own group. However different the student's behaviour is from the teacher's, it does function for the student in his own group.

2. Once a behaviour has been internalized it is in the system for good. The teacher should help the student become aware

of new forms of behaviour which are more appropriate to new situations.

3. New behaviour is sometimes difficult to learn. It must be built onto whatever is already in place and it must be practised repeatedly in appropriate contexts until it is part of the learner.

4. People will resist learning something for which they see no logical reason. A good, sound reason for acquiring a new behaviour must be made clear to the student.

Helping the ESL/D Students Adjust

It must be remembered that cultural adaptation may be a long-term, ongoing process for some students. In addition to suggestions in Section Three, Reception and Orientation, the following ideas may be used to help ESL/D students adjust to the new environment:

1. Help the students understand behavioural expectations of the school and classroom rules by having them explained to them in their own language.

2. Provide information and activities to give meaning to national and religious holidays as part of the instructional program.

3. Demonstrate behaviour suitable in various social situations (e.g. meeting the parents of an English-speaking classmate).

4. Ensure that the families and students understand that participation in extracurricular activities, such as Cubs, choir and

intramurals, can enhance the students' acquisition of English and understanding of the majority culture.

5. Help the parents and students understand that field trips, camps, swimming and drama are considered educational activities in our schools.

Helping the School Adjust

There are many ways for teachers and administrators to adjust to an increasingly diverse school population.

1. Orient the staff and student body to the new students by using instruction in a language other than English as an experience to help staff and students understand what the non-English speaking student is experiencing.

2. Find out about the cultures of the various students - by reading, attending ethnic events, visiting the students' families with an interpreter; in short, by exposure to other cultures.

3. Ensure that the heritages of the children are equitably represented in the school library and through other learning resources, as well as in the curriculum as a whole.

4. Provide in-service opportunities for the staff to learn more about culture and language acquisition.

5. Incorporate the languages and cultures of the students into the instructional program of the school. Help other students recognize the appropriateness, value and intrinsic worth of

the student's heritage language and of its maintenance as a long-term educational goal. Use option programs to do so, or offer noon-hour or after school language classes open to any student to foster acceptance of and interest in other languages represented among students.

6. Develop procedures for assessing, placing, evaluating, testing and counselling limited English proficiency students which compensate for the cultural bias of North American standardized tests, and which take into account theories and research on cross-cultural therapy and counselling.

7. Recognize that the Alberta curriculum is oriented to the larger resident student population (i.e. host culture). In the context of this curriculum the new student may not be able to understand references to culturally determined items common in Alberta schools (e.g. birthday parties, holidays, family structures).

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[2] Adapted from: CASSE, Pierre. *Training for the Cross-Cultural Mind.* 2nd ed. Washington. S.I.E.T.A.R. 1981. pp. 77-94.

[3] Ibid.

[4] British Columbia. Ministry of Education. *English as a Second Language/Dialect Resource Book for K-12.* 1981.

[5] Adapted from: GALVAN, Mary and Dennis TERDY. *Content Area Instruction for Students with Limited English Proficiency.* Arlington Heights. Bilingual Education Service Center. 1979.

[6] Ibid.

SECTION THREE

ASSESSMENT AND PLACEMENT PROCEDURES

INTRODUCTION

In school districts receiving ESL students, procedures for assessment and placement should be established by the district and will reflect its own policies, guidelines, and administrative structure. Policy will determine where and how assessment and placement will be carried out, and what the responsibilities of each party will be. Regardless of these jurisdictional differences, assessment and placement will necessitate the following:

1. initial placement and assessment;
2. reception and orientation;
3. diagnosis within the instructional program;
4. record-keeping and reporting of student achievement;
5. reviewing and reassessing student progress;
6. transition from ESL/D to the regular program;
7. ongoing monitoring and evaluation.

Students who are learning standard English as a second dialect should be involved in all of the above, with the possible exception of reception and orientation.

Each of these topics will be discussed in turn.

Initial Placement and Assessment

The first contact with the ESL student and his family should take the form of an interview. The purpose of the interview is two-fold:

1. to obtain pertinent information about the family, educational background, and health of the student (See Appendix 1a and 1b);

2. to determine the student's level of functional fluency in English (See Appendix 1c).

Whenever possible, personal information about the student and his family should be obtained through the mother tongue, using interpreters and translators. This will put the family at ease and convey a measure of respect for the language of the home. Administrators should familiarize themselves with the resources available in the community so that interpreters are available when needed.

An informal assessment of the student's language ability might follow a sequence such as this:

	ELEMENTARY	SECONDARY
Listening	• oral test	• oral test (See Appendix 2a)
Speaking	• (See Appendix 2a)	• structured interview on some familiar topic, e.g. student's family
Reading	• typical tasks for student of same age	• comprehension of graded passages from a basal reading series

Writing	• (optional)	• informal writing task typical of age and grade • formal writing task based on reading passage
Math	• graded test (See Appendix 2b)	• graded test

Tasks of increased difficulty should only be administered if the student has demonstrated ability to perform the easier tasks. A description of the student's language proficiency in terms of functional, non-functional and partially functional (i.e. functional to some degree in each of the skill areas) is adequate for placement purposes. Appendix 1b contains a definition of terms. Following assessment a grade level placement can be made. In most instances the student can be assigned to a grade commensurate with his age, and *he should never be placed more than two years below that grade.*

Reception and Orientation

An appropriate reception and orientation will help ESL students during the period of adjustment which they all require. For some students, the adjustment may take only a few days; for others it will take months. During this period it is important to ensure that the student does not become discouraged or lose his sense of personal worth, and that he be actively involved in the school community.

The reception and orientation period serves the following purposes:

1. to allow the student time to adjust and relax;

2. to allow the staff and students time to familiarize themselves with the new student and his culture;

3. to evaluate the appropriateness of the initial assessment and placement and make necessary adjustments;

4. to familiarize the student with the school building, policies and procedures related to student behaviour and public transportation (See Appendix 3);

5. to provide opportunities for peer interaction.

The most common strategy used by schools during the adjustment period is the assignment of a buddy, someone who will guide the student through the day and tend to his needs. It is sometimes wise to assign a new buddy each day to ensure a compatible match and to provide a variety of role models for the new student. The sharing of responsibility among many students will have a positive impact on the school's attitude toward new students. The newcomer should also be introduced to other students who speak his own language and who can be included among the buddies. The most valuable service that these students can provide is to ensure that the student's basic needs are being met and to communicate with the parents or the student in times of emergency. However, they should not be depended upon to translate everything for the new student. Students and teachers should be encouraged to communicate with the student in spite of his limited facility.

Any attempt to provide formal instruction in English or other subjects during the reception and orientation period will likely prove frustrating both for the student and for teachers, and the student's inability to learn will result in loss of self-esteem. Instead, the student should be taught social greetings, simple commands, basic vocabulary, and common phrases which will help him interact with his peers. The student can also be made to feel better if the school shows some interest in his language and culture. Being greeted in his own language, seeing pictures of things which are familiar to him as aspects of his own culture, locating his home country or

city on a map or globe - all will convey this feeling and help to reduce the stress felt by the student. A second language immersion experience can also help Canadian students understand the newcomer's predicament and empathize with it. By focussing on the student's strengths and abilities teachers can facilitate the development of a positive attitude toward self and school. As a result the student will be anxious to participate in the instructional program and other aspects of school life.

Toward the end of the reception and orientation period formal testing of linguistic skills can begin, and an instructional program can be planned and recommended for the student. It may also be necessary at this time to review the initial placement and assessment and make adjustments.

Diagnosis within the instructional program is largely the responsibility of the classroom teacher. This teacher will have the most accurate knowledge about what skills the student requires in order to be successful in the regular program and how best to determine the student's present level of performance. Diagnosis should not be seen as a lengthy process of testing, using standardized or norm-referenced tests, but rather as an ongoing aspect of the instructional program. Teachers requiring assistance in determining specific testing strategies should consult the Alberta Education Elementary Language Arts Curriculum Guide, the Alberta Education Junior High Language Arts Curriculum Guide, and the Monograph on Assessment of ESL Students available from the Calgary Regional Office. The assistance of an ESL specialist may also be necessary.

Records and Reporting Procedures

Two sets of records should be kept for ESL/D students:

1. a central registry of all students showing their movement within the school district;

2. a school file containing all interview data, test results, and progress reports, to be included in the cumulative record.

Often the student may have to be placed in a grade for which he is neither linguistically nor academically prepared. Although he may be achieving well above his teacher's expectations he is not ready to be evaluated alongside his peers. In this circumstance it is recommended that the student be given a written evaluation of his achievement in each of the language skill areas and in content area skills, rather than a numerical or letter grade representing little or no achievement. Parents and student will benefit from positive and accurate feedback as to the student's progress and suggestions which will improve or continue the rate and degree of success. Once the student begins to follow the accredited school program he can be assigned grades commensurate with his achievement. However, teachers may feel uneasy about assigning a grade which is necessarily low due to inadequate language development. Reinforcement of the student's strengths and progress in the program will provide support for the student during this period of low achievement. Although caution should be exercised when evaluating the student alongside his English-speaking peers, at no time should inflated grades be assigned in an effort to maintain the student's self-esteem.

Reviewing and Reassessing Student Progress

If the student's achievement in language and subject area skills does not approximate the expectations of the teacher within a reasonable time, a review of the student's progress and reassessment of his placement may be initiated. It is at this point that psychological and other standardized tests may be administered by the appropriate specialists. However, extreme caution must be taken in the use of such tests and the interpretation of results. Research indicates that ESL students take five to seven years to approach grade norms in academic and cognitive skills such as those tested on verbal I.Q. and standardized reading tests.[1] In addition, both verbal

and non-verbal tests must be considered culturally biased and therefore inappropriate for use with students whose experiential and linguistic background is different from that of the students for whom they were intended. Although the interpretation of results will indicate the student's present level of performance, it is in no way indicative of his potential. Any placement in a special or alternate program made solely on the basis of such testing must be considered to be based on false information.

Criteria for Transition from ESL/D to the Regular Program

At some point, it will be necessary to determine whether the student is ready to be placed in the regular program, and/or if support services can be withdrawn. Successful achievement leading to promotion from ESL/D should be evidenced by the following:

1. mastery level achievement (70% - 80%) in the ESL/D program and/or courses;

2. passing grades (50%) in courses offered in the regular program;

3. performance at an acceptable level, based on school or district norms on standardized tests of ESL/D;

4. teacher judgement of adequate level of work and study skills, effort and motivation, class participation and parental support;

5. positive self-concept, maturity, peer integration, and cultural awareness.

In addition, consideration should be given to the type of program in which the student will be placed and the amount of support that will be available to him in the regular program. At all times, the student should have access

to an ESL/D program and its resources should his placement in the regular program not be successful.

Ongoing Evaluation

It is important to monitor student progress after leaving the ESL program. Regular review of student progress will indicate whether any adjustment is needed in the student's program. Accurate records of all assessments made should be included in the cumulative record so that his teachers have the benefit of accurate assessment information.

Achievement Tests

Under normal conditions, ESL students will be exempted from provincial achievement testing (see below). It is the responsibility of personnel in school jurisdictions to identify those students who are to be exempted from these tests.

Alberta Education

STUDENT EVALUATION BRANCH BULLETIN

On November 13th, 1980, the Minister of Education announced that the government had responded to the wishes of the citizens of Alberta by strengthening provincial involvement in setting academic standards and monitoring levels of student achievement.

As a result, a program of ACHIEVEMENT TESTS has been designed to provide more extensive and reliable indications of levels of achievement throughout the province. These tests will be specific to prescribed content in the provincial programs of study. The data gathered will permit the establishment of provincial norms as a basis for the long-term appraisal of student achievement.

These tests will be administered to students in Grades 3, 6, 9, and 12, in each of Language Arts, Social Studies, Mathematics, and Science. Not all of these subjects will be tested in each of these grades in any one year. Rather, the subject areas will be covered on a cyclical basis.

Exemptions from the Testing Program

Under normal circumstances, the following classes of students will be excluded from achievement testing:

1. *Special Education Classes registered for grants with the Special Educational Services Branch;*

2. *Classes in which the language of instruction is other than English, under the terms of Section 159 of the School Act;*

3. *Classes in which the subject being tested has been cycled and taught in an alternate year;*

4. *Classes in which the subject has been taught in a semester other than that in which the test is being administered;*

5. *Classes of students for whom English is a second language, (i.e. ESL classes).*

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APRIL, 1982 - pp. 1 and 2

BIBLIOGRAPHIC REFERENCE

[1] CUMMINS, James. *Psychological Assessment of Minority Language Students*. Toronto. Modern Language Center of the Ontario Institute for Studies in Education. 1980.

SECTION FOUR

TYPES OF ESL/D PROGRAMS OFFERED IN CANADIAN SCHOOLS

INTRODUCTION

Existing ESL/D programs in Canada have two very important objectives:

1. to teach standard Canadian English;

2. to provide students with information and support during their adjustment to a new school system and a different cultural environment.

The types of ESL/D programs established to achieve these objectives will be determined by each jurisdiction depending on its size, numbers and grade levels of students, specialized personnel, and other resources.

Seven distinct program types have been identified that are commonly found in schools ranging, from an isolated program in a reception class to total integration with backup personnel providing support services. Often a school will implement a modified program type which is a combination of two or more distinct program types.

The following chart briefly describes the programs and the suitability for English as a Second Language and Second Dialect students. A more detailed discussion of each program alternative follows Chart #1.

Chart #1

PROGRAM TYPES: ESL/D programs in Canadian Schools generally have two very important objectives: (1) to teach English, and (2) to provide students with information and support during their adjustment to a new school system and a different cultural environment.

TYPES OF ESL/D PROGRAMS	ESL	ESD
RECEPTION CLASS - Consists entirely of students for whom English is a second language. It is under the direction of an ESL teacher who enrols the students and teaches them for all of the day in school. Initially, a large proportion of time is spent on oral language. The reception class enables students to receive intensive English training from an ESL teacher who knows their needs and knows how to teach a second language.	✓	
PARTIAL DAY CLASSES - Students spend part of the day in an ESL designated school and the rest of the day in regular English speaking classes usually within the same or neighbouring schools.	✓	
WITHDRAWAL PROGRAMS: ESL/D RESOURCE ROOMS provide a support service for students. Students are withdrawn from regular classes for varying periods of time to attend the ESL/D resource room in groups ranging in size from 2 to 10. In the regular class ESL students are able to take part in subject areas having low language demand (e.g. Physical Education, Music).	✓	✓
WITHDRAWAL PROGRAMS: ITINERANT TEACHERS - The ESL/D teacher travels from school to school and withdraws those students who need help. Usually the school administration arranges for space where the teacher can work with students, and the teacher brings all the necessary materials. The ESL/D teacher often spends recess and lunchtime travelling to the next school; consequently, little contact with the regular staff and/or with parents exists. An individualized program for each student is designed and follow-up practice exercises may be prepared for the student to complete in the regular classroom.	✓	✓
TRANSITIONAL CLASSES - Generally applies to secondary schools where ESL students are partially integrated into regular programs. The students' English has developed to a stage where they can function within specific content areas, and where the linguistic structures of the content have been modified. Transitional programs are usually planned and taught by a team consisting of subject area teachers and an ESL/D person.	✓	✓
SUPPORT PROGRAMS WITHIN A REGULAR CLASSROOM - Consultants, teachers and paraprofessionals can do much to help the regular classroom teacher to plan appropriate instruction and select suitable materials for the ESL student. Assistance may include help from ESL consultants, specialists, tutors, teacher aides, interpreters, special education teachers, guidance and counselling personnel.	✓	✓
BILINGUAL EDUCATION PROGRAMS - To ensure that the required content in the Alberta program is understood, the ESL/D student's native language(s) is used initially, with English introduced gradually as a second language and worked at until a functional level of English language fluency is achieved. Some bilingual programs use the native language of the students during the period of their learning a functional level of English, with the eventual expectation that the students complete their education in English. Other programs aim at maintaining and developing the native language alongside English, with classes offered in both, so that students leave school being fully bilingual.	✓	

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Reception Classes

The reception class is designed for students who spend their total time in school learning English and becoming familiar with their new culture and/or environment. The teacher, usually specialized in ESL methodology, enrolls the students and provides all the instruction. This program is most suitable at the secondary level.

The recommended class size is 12 to 15 students because of:

1. the wide range of English language abilities in the class;

2. the variety of educational and cultural backgrounds of the students.

As soon as students can cope with the language of the school, they are placed into one or two regular subject courses having a low English language demand (e.g. Physical Education, Art, Music).

ADVANTAGES:

. Students receive intensive English language training.

. The teacher is qualified to provide students with the most appropriate instruction and activities to learn English.

DISADVANTAGES:

. Students get little or no opportunity to integrate with their English-speaking peers in a natural language environment.

. The teacher is the only language model.

- The teacher may have difficulty providing individualized instruction for those students whose abilities vary a great deal because they come from different cultures, have different amounts of formal schooling, have different intellectual abilities, or are at different levels of English proficiency.

- Students who are ready to leave the reception class have yet another adjustment to make when entering the regular class.

Partial Day Classes

Students spend part of the day in an ESL class and the other part in the regular classroom of the same school and/or a neighbouring school. It is important to schedule students into regular classes where the linguistic and conceptual requirements of the subject area will not overwhelm the students but assist in the language acquisition process.

ADVANTAGES:

- Not only do students receive English language instruction in a specialized class, they also have the opportunity to interact with English-speaking peers in the regular classroom.

- The task of teaching the student English is shared by regular and ESL teachers. The regular teacher provides language in a natural context while the ESL teacher gives more controlled language instruction.

- The ESL teacher has some opportunity to select students who have similar needs for common class periods.

DISADVANTAGES:

. Timetabling students in regular and ESL classes is difficult. If students are registered in a junior or senior high program they will often miss part or all of a regular class when receiving ESL instruction on various days of the week. Partial day classes are not recommended for those schools where the timetable varies from one day to the next.

. Communication between the regular classroom teacher and the ESL teacher is difficult if the students do not receive ESL instruction in their neighbourhood school.

Withdrawal Programs: ESL/D Resource Room

The ESL/D resource room is a language support service to students within the same school. The students are registered in the regular classroom and leave at scheduled times to receive instruction in a class having specialized resources. The resource room is able to provide for the specialized instructional needs of students and to provide support during their adjustment to a new cultural environment.

ADVANTAGES:

. Students are able to take part in most subject areas with their English-speaking peers and yet receive special help for varying periods of time in the resource room.

. All teachers concerned have the opportunity to work as an instructional team to determine the language and cultural needs of the student.

DISADVANTAGE:

. Frequently too many students are assigned to the resource room after inadequate screening procedures. Consequently the overloaded resource room teacher is faced with students having a variety of learning problems, ranging from those students requiring ESL instruction to students who are unmotivated and are behavioural problems.

Withdrawal Programs: Itinerant Teachers

When students are scattered throughout a school district an ESL/D teacher may be employed to provide specialized instruction to small groups of students in their own schools. The teacher is required to travel from school to school and withdraw those students identified as needing help. The necessary resources for the class are usually transported from one school to the next by the itinerant teacher. The cooperation and full support of the resident principal and regular teachers are essential if the program is to succeed.

The itinerant teacher must work closely with the administrators and regular teachers to design a viable instructional timetable for students, to agree upon selection criteria for determining which students will receive specialized help, to arrange for adequate physical facilities, to determine learning resources, and to schedule regular meeting times to evaluate the students' program and progress.

ADVANTAGES:

. The itinerant teacher support program allows students who are scattered throughout a district to receive some specialized help and individual attention.

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- Regular classroom teachers have the opportunity to meet and learn from a colleague who has an ESL/D background.

- Students are able to remain in the same school for their total program and do not lose important instructional time travelling to another school.

- Students have the opportunity to interact with their peers.

DISADVANTAGES:

- ESL students in the school may not have immediate access to the itinerant teacher during a time when a misunderstanding may arise among students due to cultural differences.

- The itinerant teacher is not always in the school to take advantage of the students' everyday <u>real life</u> experiences which could provide for meaningful communication.

- Itinerant teachers are required to carry specialized resources from one school to the next.

- Too many schools assigned to the teacher results in too little time spent in any one school, infrequent opportunities to meet with resident staff, and restrictions on prime time on the timetable. For instance, class periods in late afternoon and/or only two periods of instruction per week are not the best timetabling and learning arrangements for students requiring special help.

- Temporary classroom space for the program is frequently in a storage room, small office or an audio-visual projection room. The itinerant teacher usually cannot leave any materials or displays in the assigned area because it is often used by someone else during other class periods. Hence, the opportunity to create an *atmosphere* for language learning does not exist.

. The teacher is required to travel during recesses and noon with little or no time to communicate with regular teachers.

Transitional Classes

Transitional classes are designed primarily for those secondary students whose English has developed to a level where they can function within most subject areas of the regular curriculum. Tutorial help with the linguistic content as well as interpretation of ideas and/or materials that are not familiar in the core subjects may be required.

It is necessary for the subject area teachers and the ESL/D teachers to work as a team to ensure a balance between subject content and linguistic content. While many variations of a transitional program are possible, the ultimate goal is to encourage the student's integration into the regular program as quickly as possible.

ADVANTAGES:

. Students receive tutorial instruction in regular courses without being overwhelmed by the technical and often complex demands of a subject.

. Regular teachers become increasingly aware of the needs and language problems of the ESL/D students when planning and teaching with specialized ESL/D staff.

DISADVANTAGES:

. Timetabling an additional transitional course along with regular courses and other ESL/D courses may be difficult.

. Students may miss what is going on in regular classes.

. Regular teaching staff who feel that they are not trained to teach ESL/D students may be scheduled into the transitional program because specialized teachers are not available.

Support Programs Within A Regular Classroom

Support programs and services for the ESL/D student within the regular classroom may include assistance from ESL/D consultants, specialist teachers, guidance and counselling personnel and cultural organizations within the community. The major intent of support programs and services is to help the student acquire the linguistic skills and to adjust to a new environment within the regular classroom and the culture at large. The regular teacher at the outset is responsible for the student's program and progress. Consequently the teacher, with appropriate assistance, will determine student needs and set up a language support program. In one instance the students may require a teacher aide to provide more detailed explanations at a slower pace, while in another situation the students and their English-speaking peers will need help from an intercultural counsellor to understand each other's ways of life (i.e. culture). A remedial specialist may be able to suggest low level - high interest reading material while an ESL/D consultant will be able to provide in-service training of teachers and help develop a support program which they can use in the regular classroom.

ADVANTAGES:

. Students are a part of the regular program from the day they enter the school.

. Students have the opportunity to interact with English-speaking peers and acquire friends/buddies in a natural language environment.

. The regular classroom teacher is responsible for the students and their programs.

DISADVANTAGES:

- The older students with little or no English and no formal education may find the new environment so different that they cannot cope and consequently drop out of school.

- Too many ESL/D students in one classroom may be overwhelming for the regular classroom teacher.

- Depending on the size and composition of the regular classroom, the teacher may not have sufficient time to provide some degree of individualized instruction for the ESL/D student.

Bilingual Programs

Bilingual programming for ESL students involves the use of their native language initially to deal with the required content of the Alberta Program of Studies. English is gradually introduced as a second language until fluency is achieved. The purpose of some bilingual programs is to have students use their native language only during the period of transition with the expectation that they will eventually complete their education in classroom settings where only English is used as the language of instruction. Other bilingual programs aim at maintaining and developing the native language alongside English, with classes offered in both, so that the students leave school being fully bilingual.

ADVANTAGES:

Students whose prior education was limited or interrupted can develop the necessary concepts commensurate with their age.

- Students better understand the content and materials taught in regular English-speaking classrooms.

- Explanations about the new culture are offered more efficiently.

- Conceptual development is facilitated.

- Students see that their language is respected and valuable.

- Students are allowed to continue their studies at an instructional level and commensurate with their age and general intellectual achievement, instead of struggling at a beginning level of English.

- Second language acquisition is enhanced.

DISADVANTAGE:

- Schools having students from a large number of linguistic and cultural backgrounds do not have the staff, materials, and sufficient numbers of students to offer multi-lingual programs.

SECTION FIVE

POTENTIAL HUMAN RESOURCES THAT MAY EXIST IN YOUR SCHOOL AND COMMUNITY

INTRODUCTION

The school is only one of the institutions that provide services to students and their families. In the interest of these students and their families it is important to know what assistance is available from other educational institutions and agencies. The kind of assistance available will vary from one Alberta community to another; however, the following annotated list provides examples of the kind of resources provided in most communities in Alberta.

Educational Services

. School jurisdiction central offices

. Alberta Education regional offices of education in Grande Prairie, Edmonton, Red Deer, Calgary, and Lethbridge

. Universities and colleges

Most central offices of education will have someone who will be able to provide information on various aspects of ESL programming. When requiring program information please call a local education office for assistance.

Public Health Services

All Alberta communities have access to full and/or part-time health and dental services. Both teacher and parents should contact local community health personnel for advice and information regarding health care services and provincial medical plans.

Local Church Organizations

Church groups in many Alberta communities have been and continue to be actively involved in supporting and working with new community members. These church groups regard social service work as an important part of their work in the community.

Service Organizations and Clubs

Many service clubs provide a helping hand as well as financial support to families from various parts of Canada and from other countries. Medical care, special dental work, provision of eye glasses and payment of school fees are only a few of the areas where financial assistance has been granted by service organizations. The school principal or a colleague can assist in making service club officials aware of the needs of new community members.

Reception And Settlement Services Branch
Alberta Advanced Education and Manpower

Settlement agencies associated with Reception and Settlement Services include:

Calgary Catholic Immigration Society
1916 - 2nd Street S.W.
Calgary, Alberta
T2S 1S3
Phone: 263-3371

Calgary Immigrant Aid Society
223 - 12 Avenue S.W.
Calgary, Alberta
T2R 0G9
Phone: 265-1120

Central Alberta Refugee Effort
#207, 4912 Ross Street
Red Deer, Alberta
T4N 1X7
Phone: 346-8818/19

Catholic Social Services
8815 - 99 Street
Edmonton, Alberta
T6E 3V3 Phone: 432-1137

Edmonton Immigrant Services Association
2nd Floor, 10915 - 110 Street
Edmonton, Alberta
T5J 2P2 Phone: 420-6880

Medicine Hat Society for Immigrant Settlement
#11, 941 South Railway St. S.E.
Medicine Hat, Alberta
T1A 2W3 Phone: 529-9450

U-First Community Services Foundation
212A - 5th Street S.
Lethbridge, Alberta
T1J 2B3 Phone: 327-5333

SECTION SIX

TRAINING OF TEACHERS FOR ESL/D

Pre-Service and In-Service Opportunities

Courses in ESL theory and technique are regularly offered by the Universities of Alberta, Calgary and Lethbridge. The Calgary and Edmonton universities offer undergraduate and graduate programs (i.e. areas of specialization) in ESL. Grant MacEwan Community College features an ESL component in the training of paraprofessionals (i.e. teacher-aides). Specialized courses in Native Studies are offered at the University of Lethbridge.

It must be stressed that specialized training in linguistic and cultural awareness and second language pedagogy must not be restricted to the domain of ESL specialists. Due to increasing numbers of non-English-speaking people moving to Alberta, the population make-up of Alberta schools has changed to the extent that every teacher at some point will encounter an ESL/D child in the classroom. ESL knowledge and instructional skills will become necessary for most Alberta teachers sometime in the future. Those teachers currently enrolling in teacher training should choose a program of studies which will give them the necessary and best preparation to teach an ESL/D student. Practising teachers should choose and arrange for appropriate professional development activities to meet best their needs and the needs of their students.

If you wish assistance and information about pre-service and in-service programs you may wish to contact any one of the following institutions, organizations and/or persons.

I. University of Alberta

Department of Elementary Education 432-5432
Faculty of Extension 432-2497

II. University of Calgary

Faculty of Education 284-5621
Faculty of Continuing Education 284-5431
Linguistics Department 284-5469

III. University of Lethbridge

Faculty of Education (Curriculum and Instruction 329-2457)
(Native American Studies 329-2635)
Division of Continuing Education 329-2582

IV. ESL Personnel in:

. Calgary Board of Education, Riverside Bungalow 269-4890
. Calgary R.C.S. District #1, Modern Languages Department
264-1610

. Edmonton Public School District #7, Supervisor of ESL
429-8244
. Edmonton R.C.S. District #7, ESL Consultant 429-7631

. Grande Prairie School District #2357
Public Personnel Services
10213 - 99 St.
Grande Prairie, Alberta
T8V 2H3 532-4491

. Lethbridge School District #51
Pupil Personnel Services
433 - 15 St. South
Lethbridge, Alberta
T1J 2Z5 327-4521

. Medicine Hat School District #76
Pupil Personnel Services
601 - 1 Ave. S.W.
Medicine Hat, Alberta
T1A 4Y7 526-1323

. Northland School Division #61
Box 1440
Peace River, Alberta
TOH 2X0 624-2060

. Red Deer School District #0104
Pupil Personnel Services
4747 - 53 St.
Red Deer, Alberta
T4N 2E6 347-1101

V. Language Services Branch

Dr. Bernie Brunner
Language Services Branch
Alberta Education
200 Devonian Building
11160 Jasper Avenue
Edmonton, Alberta
T5K 0L2 427-9493 Edmonton
261-6353 Calgary Regional Office

VI. Grant MacEwan Community College

Training Program for Paraprofessionals
Edmonton, Alberta 462-5501

VII. Alberta Vocational Centers, ESL Department

Calgary 261-3930
Edmonton 427-7767

VIII. Mount Royal College, ESL Department

Calgary, Alberta 240-6359

IX. Mary Norton
Further Education Services
Alberta Advanced Education and Manpower
6th Floor, Devonian Building
11160 Jasper Avenue
Edmonton, Alberta
T5K 0L2 427-5624

APPENDICES

Sample Placement and Assessment Instruments *

APPENDIX 1a	School Registration Form
APPENDIX 1b	ESL Information Sheet
APPENDIX 1c	Placement Information Summary Form
APPENDIX 2a	English Proficiency Assessment Instruments for: Division I Students (Primary) Division II Students (Upper Elementary) Division III Students (Junior High) Division IV Students (Senior High)
APPENDIX 2b	Math Test
APPENDIX 3	Reception and Orientation A checklist of things to consider when registering a new student.

* The following sample instruments were originated by personnel in the Edmonton Public School District #7 and the Calgary Board of Education.

APPENDIX 1a (SAMPLE)

ENGLISH AS A SECOND LANGUAGE
SCHOOL REGISTRATION FORM

NOTE: This form should be used by the teacher or interpreter to register the student when entering the school jurisdiction. The interview should be conducted in the student's mother tongue if he cannot speak English.

DATE OF REGISTRATION _____ (D M Y) NAME OF SCHOOL _____

SURNAME _____ GIVEN NAMES _____

DATE OF BIRTH _____ (D M Y) SEX _____

ADDRESS _____ PHONE NO. _____

COUNTRY OF ORIGIN _____ LANGUAGE(S) USED AT HOME _____

DATE OF ARRIVAL IN CANADA _____ IMMIGRATION STATUS (if applicable) _____

DATE ENTERED ESL _____ (D M Y) DOCUMENTS RECEIVED _____

YEARS OF SCHOOLING PRIOR TO ARRIVAL _____ YEAR LAST ATTENDED SCHOOL _____

LAST SCHOOL ATTENDED _____

LOCATION OF SCHOOL _____ (City) (Country)

GRADE COMPLETED _____ DATE OF DEPARTURE _____ (Month Year)

ENGLISH INSTRUCTION PRIOR TO ARRIVAL

LENGTH OF INSTRUCTION (Years) _____

KIND OF INSTRUCTION (Oral, Reading, etc.) _____

ADDITIONAL INFORMATION

	NAME	OCCUPATION	PHONE
FATHER			
MOTHER			
GUARDIAN			
INTERPRETER			
OTHER			

HEALTH PROBLEMS _____

COMMENTS _____

_____

_____

REGISTERED BY _____

APPENDIX 1b (SAMPLE)

ESL INFORMATION SHEET

(To be completed by interviewer in consultation with parent preferably in the mother tongue.)

DATE: _____

SCREENER: _____

STUDENT'S NAME: _____
(Last) (First) (Second)

BIRTH DATE: _____ AGE: _____ SEX: _____

BIRTHPLACE: _____
(City) (Country)

ADDRESS: _____ PHONE NO. _____

POSTAL CODE: _____ EMERGENCY NO. _____

DATE OF ARRIVAL IN CANADA: _____

LIVING WITH: Both Father and Mother _____

Father only _____

Mother only _____

Guardian, specify relationship _____

OCCUPATION OF PARENTS:

	Name	In Home Country	In Canada	Bus. Telephone
FATHER				
MOTHER				
GUARDIAN				

HEALTH INFORMATION

Alberta Health Care No. _____ Other Health Care _____

Family Doctor: _____

Are there any illness(es) or condition(s) that require(d) medical attention:

Yes _____ No _____ If yes, specify: _____

_____

RECOMMENDATION FOR PLACEMENT

Please indicate:

1. Need for ESL Instruction. No Yes (If yes, give level of priority)

   Priority (Circle one) high priority
   medium priority
   low priority

   Explanations for each category of priority is given below.

2. Grade level recommended (Circle one)

Division I	(Primary)	K	1	2	3
Division II	(Upper Elementary)		4	5	6
Division III	(Junior High)		7	8	9
Division IV	(Senior High)		10	11	12

SUGGESTIONS FOR PROGRAM RECOMMENDATIONS:

When making recommendations, consider:

1. the student's English proficiency according to age and grade;
2. parental wishes for a particular program;
3. student's linguistic background, i.e., knowledge of other language
4. student's previous academic performance.

Categories of Recommendations:

High Priority

Div. I. - non-functional in Understanding, Speaking, Reading and Writing

Div. II. - partially functional to non-functional in Understanding, non-functional in Speaking, Reading and Writing

Div. III. - partially functional to non-functional in Understanding, non-functional in Speaking, Reading and Writing

Div. IV. - partially functional to non-functional in Understanding and Speaking, non-functional in Reading and Writing

Medium Priority

Div. I. - partially functional in Understanding and Speaking, non-functional in Reading and Writing

Div. II. - partially functional in Understanding and Speaking, non-functional in Reading and Writing

Div. III. - partially functional in Understanding, Speaking, Reading and Writing

Div. IV. - partially functional in Understanding, Speaking, Reading and Writing

Low Priority

Div. I. - functional in Understanding and Speaking, partially functional in Reading and Writing

Div. II. - functional in Understanding and Speaking, partially functional in Reading and Writing

Div. III. - functional in Understanding and Speaking, partially functional in Reading and Writing

Div. IV. - functional in Understanding and Speaking, partially to functional in Reading and Writing

Note: This is used as a guideline only. When making a recommendation, consider the parent's choice of program, the student's linguistic and socio-cultural background, and the student's age. Usually older students require more linguistic and cultural assistance.

APPENDIX 1c (SAMPLE)

PLACEMENT INFORMATION SUMMARY FORM

(To be completed by interviewer after initial placement and assessment. Include information obtained in Appendix 2a and 2b on this summary form.)

NAME OF STUDENT: _____

I. English Proficiency

U - Understanding; S - Speaking; R - Reading; W - Writing

Categories of English Proficiency:

F - Functional; P - Partially functional; N - Non-functional

(See explanations for each category for understanding, speaking, reading and writing on page 70.)

Record in each of the following boxes the student's level of functional fluency as per categories of English proficiency.

	DIVISION OF GRADES			
	I Primary	II Upper Elementary	III Junior High	IV Senior High
Understanding				
Speaking				
Reading				
Writing				

II. Academic Level

a) Math performance: _____
(See sample -Appendix 2b)

b) Subjects taken in last year of school: _____

_____

Strongest subjects: _____

Weakest subjects: _____

III. Language and Socio-Cultural Background

Language(s) learned in school: _____

Language of the home: _____

Cultural background and information about country of origin:

_____

_____

IV. Parent's Choice for ESL Instruction (where applicable)

_____

_____

_____

APPENDIX 2a (SAMPLE)

ENGLISH PROFICIENCY ASSESSMENT INSTRUMENTS

I. FOR DIVISION I STUDENTS Gr. 3, ages 5½ to 9 years old

Verbal Screening - If student is unable to respond to 3 consecutive questions, discontinue.

1. What is your name? Can you write it for me? Yes _____ No _____
2. How old are you? (If student has difficulty saying numbers in English, ask him to show you his age with the fingers.)
3. Where do you live?
4. What is your phone number?
5. Where are you from?
6. What language do you speak?
7. Did you go to school in (name of native country)?

Performance Screening - Discontinue when student is unable to perform on 3 consecutive items.

For the 5½ to 6 yr. olds:

Now we are going to play some games.

Place in front of the student color crayons or pencils, or objects. Ask the student the names of the objects.

e.g. *What is this?* Point to the object. Ask this question 3 times of different objects.

1. Understanding _____ Speaking _____
2. Understanding _____ Speaking _____
3. Understanding _____ Speaking _____

Then, ask student to give you certain objects on the table.

e.g. *Give me a .....* (behavioural response) Then say, *Thank you.*

Do this 3 times with different objects.

1. Understanding _____ Speaking _____

2. Understanding _____ Speaking _____

3. Understanding _____ Speaking _____

Then, tell student to ask you for the objects he has given you. Each time the student asks for the object, say:

Do you want this?

Wait for his response. Do this three times.

1. Understanding _____ Speaking _____

2. Understanding _____ Speaking _____

3. Understanding _____ Speaking _____

For the 7/8 yr. olds:

Put coloring sheets, crayons or pencils in front of the student, and say:

We have some coloring sheets and crayons here. Pick one picture. What is in the picture? Color the picture. What color are you using?

After the coloring portion is done, ask the student simple questions.

Tell me, do you have brothers and sisters?

Yes _____ No _____

If yes, ask *How many brothers?* _____ *How many sisters?* _____

What are their names? _____

_____

Are they going to school? Yes _____ No _____

What do you like to do at home? _____

_____

Academic Screening

Give a math test to Div. I students, say:

> *Now, I have a few math problems for you to do. Let's see how many you can do. You don't have to do them all.*

For Division I students it is suggested you use test items normally found in a core mathematics program. The sample test in Appendix 2b should be administered to students at the grade 3 level or higher.

For the 7/8 yr. olds only.

Ask student to write a few sentences on his favorite foods.

II. FOR DIVISION II STUDENTS Gr. 4 to 6, ages 9 to 11/12

Verbal Screening - If student is unable to answer 3 consecutive questions, discontinue

1. What is your name? Can you write it for me.
2. How old are you? _____
3. When were you born/When is your birthdate? _____
4. Where do you live? (Write) _____
5. What is your phone number? _____
6. Where did you come from? _____
7. When did you come to Canada? _____
8. What language do you speak? _____
9. Did you go to school in (name of native country)? _____
10. Did you go to school all the time? Yes _____ No _____

    If no, when did you NOT go to school? _____

    Why? _____
11. What grade/class/level of school were you in? _____
12. What subjects did you study in school? _____

    _____
13. Did you study English? Yes _____ No _____
14. What are your favorite subjects in school? _____
15. Did you get good marks in these subjects? Yes _____ No _____
16. What are the subjects you don't like? _____
17. What things do you like to do in your spare time? or What are your hobbies? _____

    _____

18. Do you help your parents at home? Yes _____ No _____

What do you do for them? _____

Academic Screening

Give student the math problems to do. Say:

Now, I have a few math problems for you to do. Let's see how you do them. You don't have to do them all. Just do as many as you can.

You may wish to use the sample math test in Appendix 2b.

After the math screening, ask student to write a few sentences about his mother or father.

III. FOR DIVISION III STUDENTS Gr. 7 to 9, ages 12 to 14/15

Before beginning the interview, ask the student if he knows any English, i.e., can he speak, read, or write. If the student can speak only, conduct the screening verbally. If the student can do all three, then ask him to fill out the questionnaire. For the verbal screening, discontinue if student is unable to answer 3 consecutive questions.

Questionnaire on a separate sheet. Allow the student 10 minutes and no more for the questionnaire. If it is not done in 10 minutes, tell him:

Let's complete it together.

Or, if the questionnaire is completed, proceed with verbal screening.

Now, I'd like to find out more about you, (Call student by name).

For questions that are not clear in the questionnaire, re-phrase them, and ask them orally.

In addition, ask some everyday questions. For example:

How did you come to the Reception Centre?

Understanding _____ Speaking _____

What have you been doing since coming to Canada?

Understanding _____ Speaking _____

What are your favourite foods?

Understanding _____ Speaking _____

Academic Screening

Give the student the math portion of the test. Tell him to do as many as he can. When that is finished, give the student a topic to write about. Ask him to write a paragraph about his best friend or teacher.

IV. FOR DIVISION IV STUDENTS Gr. 10 to 12, ages 15 to 18+

Before beginning the interview, ask the student if he knows any English, i.e., can he speak, read, or write. If the student can speak only, conduct the screening verbally. If the student can do all three, then ask him to fill out the questionnaire. For the verbal screening, discontinue if the student is unable to answer 3 consecutive questions.

Questionnaire on a separate sheet. Allow the student 10 minutes and no more for the questionnaire. If it is not done in 10 minutes, tell him:

Let's complete it together.

Or, if the questionnaire is completed, proceed with verbal screening.

Now, I'd like to find out more about you, (call student by name).

For questions that are not clear in the questionnaire, re-phrase them, and ask them orally.

In addition, ask the student to talk about his family, his school, and his home country.

Academic Screening

Give the student the math problems. Say:

Now, we have some math problems for you to do. You don't have to do them all, just do as many as you can.

Also, have the student write a page on his trip to Canada.

QUESTIONNAIRE FOR DIVISIONS III and IV - Answer as many questions as you can.

1. Name _____
   (Family name) (First) (Second)
2. Age _____
3. Date of birth _____
4. Address _____
5. Phone number _____
6. Sex: Male _____ Female _____
7. Date of arrival in Canada _____
8. Country of origin _____
9. What language(s) do you speak? _____
10. What language do you speak at home? _____
11. What language did you study in school? _____
12. For how many years did you go to school? _____
13. Is the school a public or private school, or what type of school?

    _____
14. What grade/class/level were you in? _____
15. Did you go to school all the time? Yes _____ No _____

    If NO, how long were you away from school? Years _____ Months _____

    What were the reasons you were not at school? _____

    _____
16. What subjects did you study? _____

    _____

17. Which subjects do you like best? _____

18. Which subjects do you like least? _____

19. What are your hobbies or interests? _____

20. Do you help your parents at home? Yes _____ No _____

    If yes, what do you do for them? _____

    _____

21. What kind of work did your parents do in your home country?

    Father _____ Mother _____

22. Did you have a job in your home country? Yes _____ No _____

    If yes, what kind of job was it? _____

23. Do you plan to work part-time while attending school in Canada?

    Yes _____ No _____

    If yes, what king of job will you be looking for? _____

24. What would you like to do after you complete high school?

    _____

    _____

APPENDIX 2b

SAMPLE MATH TEST

Note to Examiner. *Use the same directions, whether in English or in the student's native language, that would normally be used in a regular classroom. It is acceptable to clarify the intent of any of the following questions. The major sections of the test have been ordered from easy to difficult starting at approximately the grade 3 level.*

MATHEMATICS TEST

I. [1] 5 +3 [2] 6 −3 [3] 4 + 6 = _____ [4] 64 +23 [5] 74 −31 [6] 9 −0

II. [7] 45 −10 [8] 372 +116 [9] 283 −24 [10] 2 X 6 = _____

III. [11] 17, 13, 22, 63, 44 [12] 80 −14 [13] 5 ×0 [14] $\frac{1}{4} + \frac{1}{4}$ = _____ [15] 7280 −1428

IV. [16] 896 = _____ hundreds _____ tens _____ ones

[17] $\frac{5}{8} - \frac{1}{8}$ = _____ [18] $1.60 − 0.75 [19] 126 × 9

[20] $8.05 × 6 [21] 8 / 96 [22] 10 / 620

V. [23] 6 1/8, 2 1/4, 6 1/2 [24] 68310 −19621 [25] 629 × 17 [26] 61 / 289

[27] 8 − 2/3

[28] 6 8/9 − 1 4/9

[29] 8 days = _____ week _____ day

VI.

[30] 6.10 × 0.61

[31] 6912 × 148

[32] 0.61) 3.111

[33] 63) 149

[34] 6 1/2 + 3 7/8

[35] 6/9 x 5/8 = _____

[36] 2 1/2 - 3/4 = _____

VII.

[37] 1/4 = _____ %

[38] 3/8 = _____ %

[39] 0.47 = _____ %

[40] 1.34 = _____ %

[41] 1/2 = ____

[42] 3/4 = ____

[43] 4.26 + 30.7 = _____

[44] 60.9 - 3.21 = _____

[45] 2:8 = 3:X

X =

[46] 6% of $3.00 = _____

[47] 10% of $4526 = _____

VIII.

[48] Circle the prime numbers: 3 4 5 9

[49] 2^2 = _____

[50] 6^3 = _____

[51] $\sqrt{64}$

[52] 57.2 × 0.41

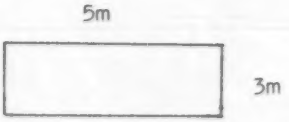
[53] 3.4) 5.44

[54] The width is _____

The length is _____

[55] perimeter = _____

area = _____



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IX. [56] $2/3 \times 4/5 =$ _____

[57] $4/9 - 1/3 =$ _____

[58] $\sqrt{729} =$ _____

[59] $16 + 29 = 33 + N$

$N =$ _____

[60] $\frac{(4 + b)}{16} = \frac{1}{2}$

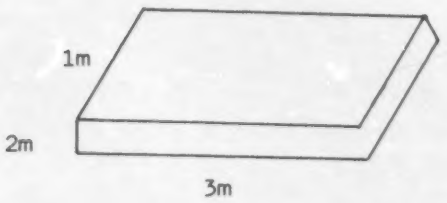
$b =$ _____

[61] 20% of 450 = _____

[62] $349 \overline{)1436}$

[63] Find the volume

_____



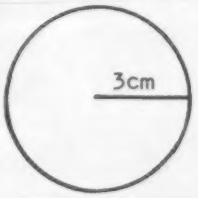
X. [64]

$ 4.25
18.34
7.62
25.43

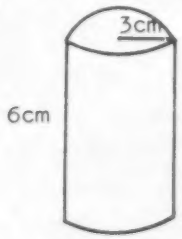
[65] What is the sum of these numbers:

46
35
36

[66] Find the area of the circle: _____



XI. - XII. [67] Find the volume of the cylinder. Volume = _____



[68] $4(2 + 81) =$ _____

[69] $4^2 + 3^3 + 2^4 =$ _____

[70] 500% of 5 = _____

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APPENDIX 3

RECEPTION AND ORIENTATION

A checklist of things to consider when registering a new student:

I. FORMS AND PROCEDURES

- Registration form
- Fees
- Locker and lock
- Identification card
- Student information sheet
- Bus pass
- Permission slip for field trips
- Student insurance forms

II. ORIENTATION

- Tour of school building - first language
- Tour of school building - English
- Map of school
- School procedures and policy
  - attendance
  - absence procedures
  - sign out procedures
  - lates
  - time schedule

III. SPECIAL NEEDS

- Using a combination lock for a school locker
- Bus routes, fares, schedules